

Viterbo University

Digital Storytelling

1 Graduate Credit

Summer 2009

<i>Instructors:</i>	<i>Tammy Lind</i>
<i>Location:</i>	<i>Ben Franklin Elementary, Franklin School District</i>
<i>Dates &</i>	<i>August 17th and 18th, 2009</i>
<i>Times:</i>	<i>8:00-4:00</i>
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<i>Availability:</i>	<i>Office hours available upon request</i>

Course Description:

Course participants will learn how to help students create digital stories that contain some mixture of images, text, recorded audio narration, video clips and/or music to as a means for students to communicate, collaborate and applying knowledge to new situations. Digital stories can be used with students at all grade levels on a wide variety of curriculum-related topics.

Objectives:

In this course participants will:

- learn about emerging research in using digital media to impact teaching and learning
- explore using real world tools such as digital movies editing tools, working with digital photo
- work collaboratively to construct knowledge use emerging technology to communicate information

Outline of Content:

- I. Introduction to Technical and Storytelling Elements- Participants will view other short digital media projects
- II. Writing of the Script- Participants will write their script utilizing story telling elements and have at least two other participants in the course peer review their script and peer conference with them to share their feedback.
- III. Creating the Storyboard- Participants will use the course storyboard template to chunk content and identify Music, sound, effects and visuals that will be used in their digital story.
- IV. Recording Voiceovers- Participants will record voiceovers
- V. Copyright guidelines for digital media projects
- VI. Pre-Production- Participants will create folders for their media and begin collecting images and sound.
- VII. Production- creating of digital media project
- VIII. Post projection- Sharing of projects with the group

Assignments and Requirements:

1. **Script & Storyboard-** (25% of final grade) You will use some of these pieces to help you create your script and storyboard for your digital media project.
2. **Digital Media Project** – (50% of final grade) Each participant will create a digital media project that includes images, text, recorded audio narration, video clips and/or music. Projects should be between two to four minutes. Participants must adhere to copyright guidelines. If Creative Commons content is used, you need to attribute the creator of the file (i.e. say who made it).
3. **Reflection on the use of 21st Century Learning Skills** – (25% of final grade) - Participants will also do a personal reflection of their reflections of the week on how they used 21st Century Skills. There should be a reflection for each day of the course. Participants can choose to do this assignment as a written paper, a blog, or a video documentary. Participants may also reflect using the discussion board of the wiki.

Texts & Readings:

Stanford Educational Leadership Through Technology Leadership Conference. (2000, March 25). Relationship Media. Retrieved May 3, 2009, from <http://www.storycenter.org/stanford/index.html>.

University of Houston. (n.d.). Educational Uses of Digital Storytelling. Retrieved May 3, 2009, from <http://digitalstorytelling.coe.uh.edu/7elements.html>.

Bibliography:

DigiTales The Art of Telling Digital Stories. Bjpconsulting, 2005.

Hamilton, Boni. IT's Elementary! Integrating Technology in the Primary Grades. ISTE, 2007.

Transforming classroom practice professional development strategies in educational technology. Eugene, OR: International Society for Technology in Education, 2008.

Americans with Disabilities Act:

If you are a student with a disability and require auxiliary aids, services or other accommodations for this class, please see the instructor to discuss your accommodation needs.

Evaluation Method:

100-93=A 92-91=A- 90-88=B+ 87-85=B 84-82=B-
81-78=C+ 77-75=C 74-70=C- 69-67=D+ 66-64=D
63-60= D- Lower than 60=F

Note: If a student's work cannot be handed in by August 21st, this must be brought to the attention of the instructor and approved prior to the due date to prevent a lower grade. Circumstances beyond the control of the student will be considered on an individual basis.

General Course Expectations

Because of the collaborative nature of this program, it is crucial that students attend the entire each time that we meet. Active class participation is expected.

It is expected that all work will be turned in or presented on the assigned dates. Any deviation from the assigned dates must be cleared with the instructor.

Policy on Attendance

Due to the collaborative nature of this course, **Attendance is mandatory.**

Policy on Late or Missing Assignments

All original course assignments and additional assignments described above should be completed within the course time limits. Work that is submitted after the course has been completed is subject to the provision of the policies and procedures relating to incompletes.

Evaluation Method:**Script & Storyboard Rubric**

	4	3	2	1
Script	The script has been peer reviewed by at least two others in the group and comments have been addressed.	The script has been peer reviewed by others in the group and most of the comments have been addressed.	The script has been peer reviewed by others and some of the comments have been addressed.	The script has not been peer reviewed or few of the comments by reviewers have been addressed.
Storyboard	Content is chunked appropriately. Music, sound, effects and visuals that support and enhance the storyboard have been identified and included in the storyboard.	Most of the content is chunked appropriately. Most of the music, sound, effects and visuals that support and enhance the storyboard have been identified and included in the storyboard.	Content is chunked, but may need some revisions. Some of the music, sound, effects and visuals that support and enhance the storyboard have been identified and included in the storyboard.	Content is not appropriately chunked in a way that works well for telling a digital story. music, sound, effects and visuals that support and enhance the storyboard have not been identified and included in the storyboard.

**Note: If the criteria is missing it equals zero points.*

8 points= A	7 points = B	6 points = C	5 points = D	4 points = F	3 points = F	2 points= F	1 point = F
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Digital Media Project Rubric

	4	3	2	1
Sound Quality	<p>The volume of the digital media project is loud enough to hear. Sounds/voices are normalized. No ambient sounds or background noises that detract from the digital media project can be heard.</p> <p>Voiceovers are clear and easy to understand and are preformed, not merely read.</p> <p>Transitions between music, voices and sound effects are smooth and may gradually fade in and out.</p>	<p>Slight improvements on the digital media project could have been made.</p>	<p>Parts of the digital media project have flaws in the sound quality that detract from the presentation.</p>	<p>The sound quality of the digital media project does not meet expectations and the digital media project is not of good enough quality to be posted on the museum web site.</p>
Visual Quality	<p>Images support the message.</p> <p>Visual transitions are smooth and don't detract the viewer.</p> <p>Images are cropped appropriately and are not blurry.</p> <p>If video is used, a tripod was used and video is steady and not jerky. Special effects such as panning, zooming and the Ken Burns effect are used to add interest and do not detract from the story.</p> <p>Fonts and text are appropriately</p>	<p>Slight improvements on the visual elements of the digital media project could have been made.</p>	<p>Parts of the digital media project have flaws in the visual quality that detract from the presentation.</p>	<p>The sound quality of the digital media project does not meet expectations and the digital media project is not of good enough quality to be posted on the museum web site.</p>

	4	3	2	1
	sized and look nice against the background.			
Professional Quality	The digital media project is interesting to listen to. It contains a variety of speaker voices, sound effects and music to keep the listener interested throughout the digital media project. "Ums"... "ahs"... and gaps are edited out.	Some improvements to the digital media project could have been made to improve the quality of the digital media project. For example, "Ums"... "ahs"... and gaps are edited out.	The digital media project could have had more auditory interest added to it. For example, more speaker voices, music or transitions could have been added.	The digital media project is boring to listen to. No transitions, music, or sound effects are used.

12 points= A	11 points = A	10 points = B	9 points = C	8 points = D	7 points = F
6 points= F	5 points = F	4 points= F	3 points= F	2 points= F	1 point= F

21st Century Skills Reflection

	4	3	2	1
21st Century Skills Reflection	Reflection of 21 st Century Skills is thorough and shows understanding of how these skills were integrated into the course	The reflection shows how many of the 21 st Century Skills were integrated in the course	Some of the 21 st Century Skills covered in the course were referenced in the reflection	The reflection does not do a good job of referencing how 21 st Century Skills were used throughout the course

4 points= A 3 points= C 2 points= F 1 point= F
